

TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L225 / THREE DIRECT LEADERSHIP ACTIONS
Effective Date	01 Oct 2003
Supersedes TSP(s) / Lesson(s)	L201, Introduction to Army Leadership, SEP 99, C202, Effective Communications, MAR 00, and L207, Soldier Team Development, OCT 99
TSP Users	400-PLDC, Primary Leadership Development Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS D BLDG 11291 BIGGS FIELD FT BLISS TX 79918-8002</p> <p>Telephone (Comm): (915) 568-8875 Telephone (DSN): 978-8875 e-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE

Purpose

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number

Task Title

Individual

158-100-1110	Apply the essential elements of Army leadership doctrine to a given situation.
158-100-1134	Resolve an ethical problem
158-100-1170	Apply Team Development Techniques to Enhance Unit Performance
158-100-1180	Develop Subordinate Leaders in a Squad
158-100-1260	Counsel subordinates
158-100-1281	Solve problems using the military problem-solving process

TABLE OF CONTENTS

	<u>PAGE</u>
Preface	2
Lesson Section I Administrative Data	4
Section II Introduction	7
Terminal Learning Objective - Demonstrate the three direct leadership actions a leader must DO	7
Section III Presentation	10
Enabling Learning Objective A - Identify the three categories that make up the "Influencing" direct leadership action.	10
Enabling Learning Objective B - Identify the three categories that make up the "Operating" direct leadership action	19
Enabling Learning Objective C - Identify the three categories that make up the	27
Section IV Summary	42
Section V Student Evaluation	47
Appendix A Viewgraph Masters A -	1
Appendix B Test(s) and Test Solution(s) (N/A) B -	1
Appendix C Practical Exercises and Solutions (N/A) C -	1
Appendix D Student Handouts D -	1

Three Direct Leadership Actions
L225 / Version 1
01 Oct 2003

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u> 400-PLDC	<u>Version</u> 1	<u>Course Title</u> Primary Leadership Development Course
Task(s) Taught(*) or Supported	<u>Task Number</u> <u>Individual</u>	<u>Task Title</u>	
	158-100-1110 (*)	Apply the essential elements of Army leadership doctrine to a given situation.	
	158-100-1134 (*)	Resolve an ethical problem	
	158-100-1170 (*)	Apply Team Development Techniques to Enhance Unit Performance	
	158-100-1180 (*)	Develop Subordinate Leaders in a Squad	
	158-100-1260 (*)	Counsel subordinates	
	158-100-1281 (*)	Solve problems using the military problem-solving process	
Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>	
Academic Hours	The academic hours required to teach this lesson are as follows:		
	<u>Resident Hours/Methods</u>		
		3 hrs / Conference / Discussion	
Test	0 hrs		
Test Review	0 hrs		
	Total Hours:	3 hrs	
Test Lesson Number	<u>Hours</u>		<u>Lesson No.</u>
	Testing (to include test review) 2 hrs 30 mins		WE01 version 1
Prerequisite Lesson(s)	<u>Lesson Number</u> L224	<u>Lesson Title</u> Four Direct Leadership Skills	
Clearance Access	Security Level: Unclassified Requirements: There are no clearance or access requirements for the lesson.		
Foreign Disclosure Restrictions	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.		

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	Chapter 5

Student Study Assignments

Before class--

- Read Student Handout 1, Appendix D, for reading and study assignments.

During class--

- Participate in classroom discussion.

After class--

- Turn in recoverable references after the examination for this lesson.

Instructor Requirements

1:8, SSG, PLDC graduate who meets the requirements outlined in the PLDC CMP, or SFC, PLDC graduate who meets the requirements outline in the PLDC CMP (only used in the absence of an SSG and approved by the proponent commandant, or post commander).

Additional Support Personnel Requirements

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
None			

Equipment Required for Instruction

<u>ID Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:2	NO	1	NO
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:2	NO	1	NO
SNV1240262544393A TV MONITOR, 32 INCH	1:16	1:2	NO	1	NO
USASMA-2 CPU W/MONITOR, MULTIMEDIA CAPABILITY, 3.5 DISK DRIVE, CD-ROM, MODEM W/FULL DUPLEX CAPABILITY, 20GB	1:16	1:2	NO	1	NO
USASMA-31 Podium	1:16	1:2	NO	1	NO
USASMA-6 PROJECTION SCREEN	1:16	1:2	NO	1	NO
USASMA-8 WHITE BOARD W/MARKERS AND ERASER	1:16	1:2	NO	1	NO
USASMA-9 VIDEO CASSETTE RECORDER	1:16	1:2	NO	1	NO

**Materials
Required****Instructor Materials:**

- TSP

Student Materials:

- Advance sheet in Appendix D, Pen or pencil and writing paper, and any materials required by the NCOA's SOP
- FM 22-100, Army Leadership

NOTE: Issued to students during inprocessing

**Classroom,
Training Area,
and Range
Requirements**

GEN INSTRUCT BLDG (CLASSROOM SIZE 40X40 PER 16 STU)

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

- This TSP has questions throughout to check learning or generate discussion among the group members. We expect you to add any questions you deem necessary to bring a point across to the group or expand on any matter discussed.
- This TSP presents references at the beginning of some of the paragraphs. This allows you to inform your students of where they should look in the reference to follow your instruction.
- Read and study all TSP material and be ready to conduct the class.
- Conduct the class in accordance with this TSP.
- Collect all recoverable materials after the examination for this lesson.

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Elliott T. McGough /t/McGough, Elliott T.	GS09	Training Specialist	23 Jun 03
/s/Ronnie G. Barnes /t/Barnes, Ronnie G.	MSG	Course Chief, PLDC	24 Jun 03
/s/Ronnie G. Barnes /t/Lawson, Brian H.	SGM	Chief, NCOES	25 Jun 03
/s/John W. Mayo /t/Mays, Albert J.	SGM	Chief, CDDD	25 Jun 03

SECTION II. INTRODUCTION

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT-1</u>

Motivator

While preparing to be a leader is part of the job, the job doesn't get done until you act and do the things required of a leader. Getting the job done tests your character and competence. You learned earlier about influencing, operating, and improving. These three broad actions contain other activities. As with the skills and attributes discussed previously, none of these exist alone. Most of what you DO is a mix of these actions. We'll discuss them individually to explain them more clearly; in practice, they are often too closely connected to sort out.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Demonstrate the three direct leadership actions a leader must DO.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Demonstrated the three direct leadership actions--influencing, operating, improving--that a direct leader must DO to effectively lead a squad of soldiers in peace or combat IAW FM 22-100.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.
None

Evaluation

You will take a written leadership examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to receive a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

NOTE:

- Inform the students where their examination will take place as posted on the training schedule and when they will receive feedback on the test. Include any retest information.
 - Inform the students that they must turn in all recoverable reference material after the examination.
-

Instructional Lead-In

Your actions say more about what kind of leader you are than anything else does. Your squad is watching you all the time. In reality, you are always on duty. If there is a difference between what you say and how you act, they will see it and make up their minds about you. As the old saying goes, "Practice what you preach" or "If you are going to talk the talk; then you have to walk the walk."

Visual aid one depicts where the Actions of what a leader must DO fit into the leadership framework. It also shows the three major actions and their categories that leaders must DO.

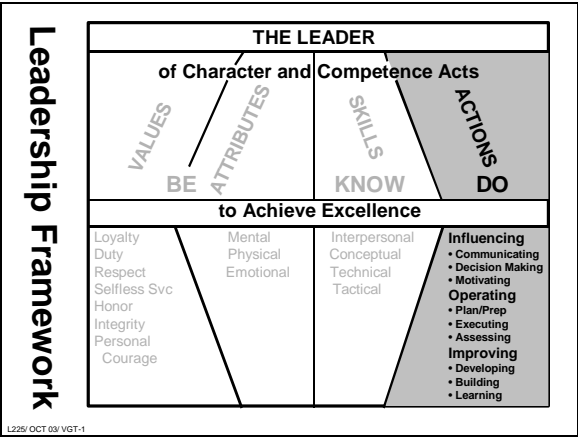
SHOW VGT-1

NOTE: Call on a student to read the three major actions and their categories from the VGT. Ask the class if they can remember/recognize the terms Influencing, Operating, and Improving? Where have they seen these terms before?

NOTE: Expected response should be that all three terms are the words in bold text in the Leadership definition found in FM 22-100, page 1-4.

Leadership is **Influencing** people--by providing purpose, direction, and motivation--while **Operating** to accomplish the mission and **Improving** the organization.

VGT-1, Leadership Framework



Ref: FM 22-100, p 5-8, Fig 5-2

REMOVE VGT-1

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Influencing" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified "Communicating, Decision Making, and Motivating" as the three categories of leader actions of what a direct leader must DO to influence soldiers IAW FM 22-100.

1. Learning Step / Activity 1. INFLUENCING ACTIONS

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 45 mins
Media: VGT-2 thru VGT-5

To be effective, you must show confidence and competence. Set the tone for the squad by your chosen attitude. Displaying optimism, a positive outlook, and a sense of humor are all infectious. This is especially true when you have to make an unpopular decision and face the challenges of bringing a team together. We will now discuss the three areas of influencing actions.

QUESTION: What three categories make up influencing actions?

ANSWER:

1. Communicating.
2. Decision making.
3. Motivating.

Ref: FM 22-100, p 5-1, Fig 5-2

Communicating

By communicating, you keep your soldiers informed. This shows trust. It also allows subordinates to determine what they need to do to accomplish the mission when situations change. When you inform your soldiers of a decision and provide them the reasons for it (as much as possible), you are telling them how important they are as members of the squad. Accurate information also relieves stress and helps keep rumors under control.

NOTE: Ask the students why it is especially important that they keep the squad informed, especially the assistant squad leader.

Expected response: The assistant squad leader and the rest of the squad can continue the mission and successfully accomplish it by knowing what the mission is and the intent of their commander two levels up, should the squad leader suffer an injury or die.

Leaders use a variety of ways to keep people informed. They talk face-to-face, hold meetings, or publish memos. No matter the method, there are two things you must keep in mind:

1. Make sure your subordinates understand you.
2. Don't limit communication to your immediate superiors and subordinates.

The success or failure of any communication that you initiate or that comes through you is your responsibility. You are responsible to ensure that your squad understands you. You can ensure that they understand you by conducting a back-brief. That is, asking them to tell you what you just communicated to them.

You are responsible to listen carefully to your superiors. Listen to what your platoon sergeant, platoon leader, and company commander say. Pass the information down to your section leaders and squad. At the same time, you should be listening to what your section leaders and squad members are saying. You will know by what they are saying, if everyone passed the information correctly and if it reached the appropriate level.

QUESTION: To how many levels of the chain should a leader listen carefully?

ANSWER: Two levels up and down.

Ref: FM 22-100, p 5-2, para 5-10

Things change quickly in combat. You can die or become separated from the squad. In these types of situations, subordinates who know the overall purpose of the mission and the commander's intent have the basic information they need to carry on. If you do your job and establish a climate of trust and train the leaders in the squad on how and why leaders make their decisions, when the time comes, one of them will step up and take charge.

In order for subordinates to step up and take charge, you must prepare them. That means you train subordinates by creating training situations where they must act on their own with minimum guidance, or no guidance at all with the exception of a clear understanding of the purpose.

Listening is an important communication tool. By listening carefully, you can hear those messages behind what a person is actually saying--the equivalent of reading between the lines. Practice "leadership by walking around." Get out and coach, listen, teach, and clarify; pass on what you learn to your superiors. They need to know what is going on to make good plans.

Decision Making

A problem is an existing condition or situation that is happening and is different than what you want to happen. Decision making is the process that begins to change the situation. So, decision making is to know "Whether" to decide, "When" to decide, and "What" to decide. Also, it includes understanding the consequences of your decisions. We will be discussing problem solving steps, factors to consider, and setting priorities.

Problem Solving Steps

A lot of what we will discuss in this portion of the lesson will sound familiar. We discussed earlier, with less steps and terminology, the "Ethical Reasoning Process." Remember that you must consider ethical reasoning when making decisions.

QUESTION: What are the seven problem solving steps?

ANSWER: See VGT-2.

SHOW VGT-2, SEVEN PROBLEM SOLVING STEPS

SEVEN PROBLEM SOLVING STEPS

1. Identify the problem.
2. Identify facts and assumptions.
3. Generate alternatives.
4. Analyze alternatives.
5. Compare alternatives.
6. Make and execute your decision.
7. Assess the results.

L225/ OCT 09/ VGT-2

Ref: FM 22-100, p 5-3, para 5-17 thru 5-23

Step 1: Identify the problem. Don't let symptoms of the problem distract you- get to the root of the cause. Define it precisely. There may be more than one contributing factor. Once you find the issue to address as the root of the problem, it becomes the mission. The mission must include a simple statement of who, what, when, where, and why.

QUESTION: In addition, what should you include in your end state?

ANSWER: How you want things to look when the mission is complete.

Ref: FM 22-100, p 5-3, para 5-17

Step 2: Identify facts and assumptions. Gather information that you know about the situation (facts). Make assumptions only of what you believe about the situation that is likely to be true and essential to generate alternatives. Use regulations, SOPs, and doctrinal sources to gather facts. Analyze the facts and assumptions you identified to determine the scope of the problems.

QUESTION: What other sources of assumptions can you consider?

ANSWER:

- Personal experiences.
- Members of the organization.
- Subject matter experts.
- Written observations.

Ref: FM 22-100, p 5-3, para 5-18

Step 3: Generate alternatives. As with the ethical reasoning process, you need to generate alternatives. Once you know the problem, lay out possible courses of action. Don't satisfy yourself with the first thing that comes to your mind. Include experienced subordinates to assist you in this step.

Step 4: Analyze the alternatives. Identify intended and unintended consequences, resources or other constraints, and the advantages and disadvantages of each alternative. Don't forget Army values.

Step 5: Compare the alternatives. Evaluate each alternative for its probability of success and its cost, to include the ethical ramifications.

Step 6: Make and execute your decision. Prepare your plan and put it into motion.

Step 7: Assess the results. Check and recheck how the plan is working. Learn from the experience for better preparation for future actions. We talked earlier about counseling and after action reviews. These are two important information-gathering techniques the Army uses to get feedback that will help you assess results.

REMOVE VGT-2

Ref: FM 22-100, p 5-4, para 5-26

Remember that any decision you make must reflect Army values. As you learned earlier, the steps in ethical reasoning match the steps in problem solving. Your soldiers expect you to take ethical aspects into account and make decisions that are right as well as good.

Setting Priorities

Decision makers often do not narrowly define their decision, as in "Do I choose A or B?" As a leader, you will make your decisions when you establish priorities and determine what is important. You must set priorities. If you give your subordinates tasks to accomplish, tell them which tasks you need them to do first. You cannot just give out all the tasks and say they're all important. This leaves an impression that you cannot make a decision as to which tasks have the highest priority. There may

be times that “sitting on the fence” and allowing things to work themselves out may seem appropriate. However, decision making involves judgment, knowing “whether to decide.”

More often, things left to themselves go from bad to worse. In such situations, the decision you make may be less important than simply deciding to do something. You must have the **personal courage** to say which tasks are more important than others. In the absence of a clear priority, set one, so you can make progress. Without a decision, you cannot make progress.

Ref: FM 22-100, p 5-4, para 5-27 thru 5-29

Motivating

Motivation comes from your soldiers' confidence in themselves, the squad, and you. It comes from hard realistic training, backed by constant reinforcement and fair leadership that promotes trust. Trust, like loyalty, is a gift from your soldiers that you receive when you demonstrate you deserve it. Motivation also comes from the soldiers' faith in the larger mission of the unit, a sense of being a part of the bigger picture. We will now discuss some of the things you can do to encourage motivation: empowering soldiers, positive reinforcement, and negative reinforcement.

Ref: FM 22-100, p 5-6, para 5-32

NOTE: The answers to the next three questions are in FM 22-100, page 5-6, para 5-33.

QUESTION: What is empowering soldiers?

ANSWER: When you train them to do a job, provide all the necessary resources and authority, and then allow them to do the job.

QUESTION: When you empower a soldier to accomplish a task, what kind of statement are you making to him?

ANSWER: A statement of trust.

NOTE: Ask the group if their units empower their soldiers.

NOTE: Encourage the group to talk about the use of empowerment in units. (Allow 2 minutes for discussion.)

QUESTION: Does empowerment help develop leaders?

ANSWER: Yes, because it gives them the chance to succeed while in charge. They learn of their successes and failures by your observations, coaching, and developmental counseling you provided them during and after the task.

Ref: FM 22-100, p 5-6, para 5-33

Part of empowering subordinates is finding out their needs. Talk to your people and find out what is important to them. What are they trying to accomplish and what are their personal goals? Encourage them with positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34

QUESTION: What are some ways that you can provide positive reinforcement?

ANSWER: See VGT-3.

SHOW VGT-3, POSITIVE REINFORCEMENT

POSITIVE REINFORCEMENT

- Providing soldiers with feedback to let them know how they are doing.
- Listening to what soldiers say and mean.
- Using soldier feedback when it makes sense.
- Ensuring everyone knows of a soldier's suggestion that you put in place.
- Giving credit to those who deserve it.
- Giving awards that are meaningful.
- Presenting awards at appropriate ceremonies.

L225/OCT 03/VGT-3

Ref: FM 22-100, p 5-7, para 5-34

NOTE: Ask the group if their units use positive reinforcement, if it could be better, and what could improve their units' systems? (Allow 2 minutes for discussion.)

REMOVE VGT-3

Not everyone is going to perform to standard. It's easy to reward and praise soldiers. However, some soldiers will require punishment. This can be a difficult task. You should use sound judgment when considering punishment to lead a soldier away from an undesirable behavior. Don't hesitate to seek guidance from your

superiors. We are going to cover this a little more in-depth, not only now, but in a later lesson (Maintain Discipline), as it is such an important reinforcement. Even though a soldier may be causing you problems, he and your other soldiers are the most important resources you have. Your job is to take him off the wrong path and lead him to the right path.

NOTE: When you show VGT-4 and VGT-5, ask the students to comment on each bullet statement and its importance based on the readings, their observations, and their personal experiences. (Allow 5 minutes of discussion for the two visual aids.)

SHOW VGT-4, NEGATIVE REINFORCEMENT GUIDELINES

NEGATIVE REINFORCEMENT GUIDELINES

- Before punishment, ensure soldier knows the reason.
- Consult leader/supervisor before punishment.
- Avoid threatening punishment.
- Avoid mass punishment.
- Listen to soldier's side of the story.
- Let soldier know it's the behavior, not him, that is the problem.

L225/ OCT 03/ VGT-4

Ref: FM 22-100, p 5-7, para 5-37

REMOVE VGT-4

SHOW VGT-5, NEGATIVE REINFORCEMENT GUIDELINES (cont)

NEGATIVE REINFORCEMENT GUIDELINES (cont)

- Tell your soldiers "I know you can do better." What you expect.
- Punish those unwilling to perform; retrain those unable to do the task.
- Respond immediately to undesirable behavior.
- Never humiliate a subordinate.
- Ensure the soldier knows exactly why he is in trouble.
- Ensure punishment is not excessive or unreasonable.
- Control your temper and hold no grudges.

L225/ OCT 03/ VGT-5

Ref: FM 22-100, p 5-7, para 5-37

REMOVE VGT-5

CHECK ON LEARNING:

QUESTIONS: What are the three categories that make up a direct leader's influencing actions?

ANSWER: Communicating, Decision Making, and Motivating.

Ref: FM 22-100, p 5-1, Fig 5-1, and p 5-2, para 5-6.

QUESTIONS: What is a good way for you to check to ensure your soldiers understand your instructions to them?

ANSWER: Ask for a back-brief.

Ref: FM 22-100, p 5-2, para 5-9.

QUESTIONS: In which problem solving step of the decision-making process do you identify as intended and unintended consequences, resource or other constraints, and the advantages and disadvantages of each alternative?

ANSWER: Analyze the alternatives.

Ref: FM 22-100, p 5-4, para 5-20.

QUESTIONS: The problem solving steps of the decision-making process are very similar to the steps of what other process that we discussed earlier?

ANSWER: Ethical reasoning process.

Ref: FM 22-100, p 5-4, para 5-26.

QUESTIONS: Which category of influencing are you practicing when you give subordinates the necessary resources and authority to do a job and then get out of the way and let them perform the task?

ANSWER: Motivation by empowering soldiers.

Ref: FM 22-100, p 5-6, para 5-33.

QUESTIONS: What are you practicing when you provide feedback to your soldiers on how well they are performing?

ANSWER: Positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34.

Break TIME: 00:50 to 01:00

B. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Operating" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified "Planning/Preparing, Executing, and Assessing" as the three categories of leader actions a direct leader must DO to achieve operational effectiveness IAW FM 22-100.

1. Learning Step / Activity 1. Operating Actions

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 35 mins
Media: VGT-6 thru VGT-11

Operating Actions

We will now discuss the second action a direct leader must do to operate effectively. You are operating when you act to achieve an immediate objective and work to get the job done. Operating includes planning/preparing, executing, and assessing.

Planning Preparing

In training and combat your job is to help your unit function to accomplish the mission regardless of the circumstances. It all begins with a well thought-out plan and thorough preparation.

Ref: FM 22-100, p 5-8, para 5-39, 5-41, and 5-42

QUESTION: What is a plan?

ANSWER: A proposal for executing a command decision or project. It begins with a mission, specified or implied.

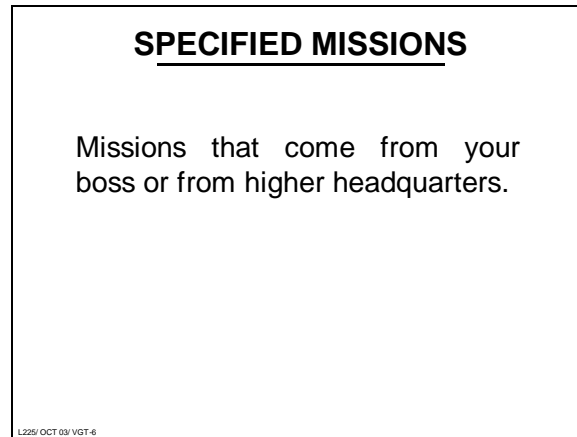
Ref: FM 22-100, p 5-8, para 5-42

All missions contain implied and specified tasks--actions that you must complete to accomplish the mission.

QUESTION: Where do specified missions come from?

ANSWER: Show VGT-6.

SHOW VGT-6, SPECIFIED MISSIONS



Ref: FM 22-100, p 5-8, para 5-42

NOTE: Ask students for some examples of specified missions they may have encountered and provide some of the following examples.

EXAMPLES: Charge of quarters, guard duty, courtesy patrol, responsibilities as listed in Army regulations, meeting APFT and height and weight standards.

As you can see from our discussion, there are far too many specified missions to even consider listing them all. However, no matter how small or trivial they may appear, they are necessary in accomplishing the mission.

REMOVE VGT-6

Now that we have discussed specified missions, let's discuss implied missions.

QUESTION: What are implied missions

ANSWER: Show VGT-7.

SHOW VGT-7, IMPLIED MISSIONS

IMPLIED MISSIONS

When a leader sees something within his area of responsibility that someone needs to do and on his own initiative, develops a leader plan of action.

L225/OCT 03/VGT-7

Ref: FM 22-100, p 5-8, para 5-42

REMOVE VGT-7

Remember that a problem exists when you are not satisfied with the way things are or the direction they are heading. You should keep in mind, successful accomplishment of specified and implied missions results from subordinate leaders at all levels exercising discipline and initiative within the commander's intent. All missions contain implied and specified tasks--actions that you must complete to accomplish the mission.

NOTE: Call on a student to read "An Implied Mission and Leader Plan of Action" in FM 22-100, page 5-9. Generate a discussion on the example, and ask students to provide some other examples from their experiences. (Allow two minutes.)

Reverse Planning

When you begin with a goal in mind, you will often use "reverse planning." You start off by asking yourself: "Where do I want to end up?" and work back from there until you end up at where you are presently. While working your way through the reverse planning process, there are things you must determine and consider.

NOTE: Show VGT-8 after you ask the following question. Ask the students to comment on each bullet statement and discuss its importance. (Allow 3 minutes for discussion.)

QUESTION: What are those things you should determine and consider?

ANSWER: See VGT-8.

SHOW VGT-8, REVERSE PLANNING

REVERSE PLANNING

- The basic requirements: who, what, when, where, and why.
- How to accomplish the task.
- Time needed to coordinate and conduct each step.

L225/ OCT 03/ VGT-8

Ref: FM 22-100, pp 5-8 and 5-9, para 5-43 and 5-44

REMOVE VGT-8

NOTE: Show VGT-9 after you ask the following question. Ask the students to comment on each bullet statement and discuss its importance. (Allow 3 minutes for discussion.)

QUESTION: Once you determine what must take place on the way to your goal, what actions do you take?

ANSWER: See VGT-9.

SHOW VGT-9, REVERSE PLANNING (cont)

REVERSE PLANNING (cont)

- Put tasks in sequence.
- Set priorities.
- Determine a schedule.
- Make sure steps are in logical order.
- Allot enough time for each step.

L225/ OCT 03/ VGT-9

Ref: FM 22-100, p 5-9, para, 5-45

REMOVE VGT-9

If time permits, get your squad or sections involved. Ask for the members' input. This allows them the opportunity to participate in the planning process. They

can take part ownership in the plan. Their involvement builds trust, self-confidence, and the will to succeed.

NOTE: Ask students if their leaders use reverse planning. Do they participate in the planning? Do they use reverse planning? (Allow 2 minutes of discussion.)

Preparing

While you plan, your squad and teams can prepare. They can do this if you provide them advance notice of the tasks or mission and initial guidance for preparation.

QUESTION: What is one way of notifying your squad of a task or mission?

ANSWER: Through the use of a warning order. (You will learn how to issue a warning order later in this course.)

NOTE: Call on students to provide examples of how warning orders can help them prepare for a mission. (Allow 1 minute for discussion.)

Ref: FM 22-100, p 5-9, para 5-46

QUESTION: Why are rehearsals an important element of preparation?

ANSWER: They let subordinates see how things should work, and they build confidence in the plan for you and your soldiers.

NOTE: Draw students into conversation to provide examples from their experiences on how they participated in rehearsals prior to an actual event. Ask them if they believe the rehearsals helped. (Allow two minutes for discussion.)

Ref: FM 22-100, p 5-9, para 5-47

Rehearsals give all involved in the task mental pictures of what should happen. This helps them remember their responsibilities better. The rehearsal also shows how your plan will work, what will go right and what may go wrong.

When you execute your plan, this is where the rubber meets the road. This is the payoff based on all the planning and preparations you and your soldiers did. As you know, the best plans don't always work out the way you want them to, especially when operating under actual conditions. You have to adapt, keeping in mind the higher leader's intent and ultimate goal. In a tactical setting you need to know the intent of your platoon leader and the company commander.

QUESTION: What are your responsibilities during the conduct of the plan?

ANSWER: See VGT-10.

NOTE: Call on students to read the bullet statements and discuss its importance. (Allow 3 minutes for discussion.)

SHOW VGT-10, RESPONSIBILITIES DURING THE CONDUCT OF THE PLAN

**RESPONSIBILITIES DURING THE
CONDUCT OF THE PLAN**

- Position yourself to best lead your soldiers.
- Initiate and control the action.
- Get others to follow the plan.
- React to changes.
- Keep soldiers focused.
- Work the squad to accomplish the goal to standard.

L225/OCT 03/VGT-10

Ref: FM 22-100, p 5-11, para 5-52

REMOVE VGT-10

The Army established standards for all military activities. You ensure that you and your squad maintain those standards.

QUESTION: What are standards?

ANSWER: Formal detailed instructions that a soldier can state, measure, and achieve.

Ref: FM 22-100, p 5-11, para 5-54

Standards provide a performance baseline to evaluate how well soldiers and units execute a specific task. You must know, communicate, and enforce those standards that pertain to your squad and give your team leaders the authority to enforce them.

Your ultimate goal is to train your squad to succeed in its wartime mission. You and your soldiers must set goals to get the squad ready. Remember to involve all leaders in the squad. Involvement of all team leaders fosters trust and makes the best use of your soldiers' talents.

NOTE: Show VGT-11 after you ask the following question. Call on students to provide input based on their readings, and experiences. Does their squad have goals? (Allow for 5 minutes of discussion.)

QUESTION: What points must you consider when developing goals?

ANSWER: See VGT-11.

SHOW VGT-11, GOAL SETTING CONSIDERATIONS

**GOAL SETTING
CONSIDERATIONS**

- Must be realistic, challenging, and attainable.
- Should lead to improved combat readiness.
- Involve subordinates.
- Develop a plan of action to achieve goals.

L225/ OCT 09/ VGT-11

Ref: FM 22-100, p 5-11, para 5-56

REMOVE VGT-11

Assessing

Setting goals and maintaining standards are central to assessing mission accomplishment. We discussed earlier that a leader is a checker. You must check and recheck. You assess everything involved in the mission: people, equipment, resources, and their performance. You check these things to ensure the squad is meeting standards and moving toward the goals you or your leaders established. Look closely, early and often, before and after the fact. You will do some assessments yourself, and you may want to involve your soldiers in the assessment of others. There are two techniques available to you that include your subordinates in the assessments.

Ref: FM 22-100, pp 5-11 and 5-12, para 5-57 thru 5-59

QUESTION: What are the two assessments available to you that allow you to involve your soldiers?

ANSWER: In-process reviews (IPR) and after-action reviews (AAR).

Ref: FM 22-100, p 5-12, para 5-60 thru 5-63

In-process reviews are the coming together of the main players in the task. Once the mission starts, you bring the players in at different intervals during the exercise to discuss how it is going. What is their assessment of the performance of the soldiers, equipment, and resources? An IPR is a checkpoint along the way to mission accomplishment. It allows you to catch problems early and take steps to correct or avoid them.

As you learned earlier, after-action reviews allow you and your soldiers to discover for yourselves what happened and why. AARs are not critiques, but professional discussions of the task just completed. They tell a story about the plan, what happened during the task, why it happened, and what should have happened differently to improve performance. To effectively answer these questions, you solicit ideas from all AAR participants to get constructive and useful feedback. When your subordinates participate in the AAR, they share in identifying the reasons for success and failure; therefore, they take ownership in how things get done.

CHECK ON LEARNING:

QUESTION: What three categories make up the “Operating” actions leaders must DO?

ANSWER: Planning/Preparing, Executing, and Assessing.

Ref: FM 22-100, p 5-8, Fig 5-2

QUESTION: What is reverse planning?

ANSWER: When you begin with the goal in mind and you start with the question “Where do I want to end up?” and work backward from there until you reach “We are here right now.”

Ref: FM 22-100, p 5-8, para 5-43

QUESTION: When preparing your goals, what is your ultimate goal?

ANSWER: To train the squad to succeed in its wartime mission.

Ref: FM 22-100, p 5-11, para 5-56

QUESTION: What is the purpose of an in-process review (IPR)?

ANSWER: An IPR is a checkpoint on the way to mission completion. You conduct IPRs at certain points during an exercise to evaluate performance and give feedback. IPRs give leaders and subordinates a chance to talk about what is going on so they can catch problems early and take steps to correct or avoid them.

Ref: FM 22-100, p 5-12, para 5-60 and 5-61

QUESTION: What is an after action review (AAR)?

ANSWER: An AAR is an opportunity to develop subordinates. It provides subordinates a chance to talk about how they saw things. The purpose is to point out "Here is what we did well; here is what we can do better."

Ref: FM 22-100, p 5-12, para 5-62 and 5-63

C. ENABLING LEARNING OBJECTIVE

ACTION:	Identify the three categories that make up the "Improving" direct leadership action.
CONDITIONS:	In a classroom environment given FM 22-100.
STANDARDS:	Identified "Developing, Building, and Learning" as the three categories of actions that a direct leader must DO to improve himself, his soldiers, and his unit IAW FM 22-100.

1. Learning Step / Activity 1. Improving Action
Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:8
Time of Instruction: 1 hr
Media: VGT-12 thru VGT-16

Improving Action

Improving actions are those things you do to leave your section or squad better off than when you came into it. Improving actions fall into three categories: developing, building, and learning.

QUESTION: What does developing refer to?

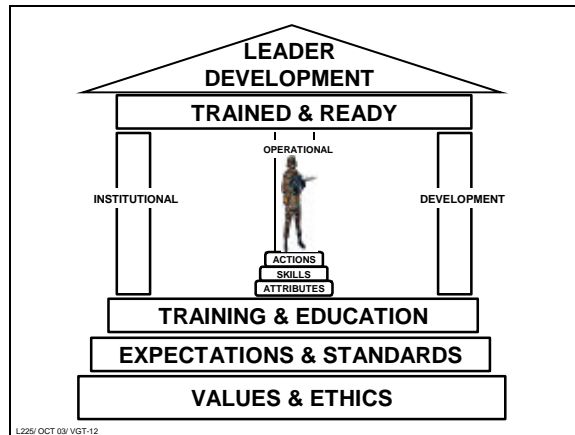
ANSWER: It refers to people.

Ref: FM 22-100, p 5-13, para 5-69 and p 5-14, Fig 5-3

Developing

You improve your team, squad, unit, and Army as an institution when you develop your subordinates. Your duty is to train tomorrow's leaders. The driving principle behind leader development is that leaders must be competent and confident in their abilities before assuming leadership positions.

SHOW VGT-12, LEADER DEVELOPMENT



Ref: FM 22-100, p 5-14, Fig 5-4

As you can see on the VGT, there stands a trained and ready leader. He is resting on a solid foundation of training and education, expectations and standards, values and ethics. This foundation supports the three leader development pillars: institutional training (schooling), operational assignments, and self-development.

Institutional Training

Institutional training is the Army school system providing formal education and training for job related and leadership skills. It is critical for developing leaders and preparing them for increased positions of responsibility

Operational Assignments

Operational assignments provide you with excellent resources for leader development. You learn by doing. You put into practice those skills learned in the schoolhouse, and you expand on your job knowledge by on-the-job training and observing your leaders, peers, and soldiers.

Self-development

Self-development is the process you use to improve on previously acquired skills, knowledge, and experience. The goal is to increase your readiness and potential for positions of greater responsibility. Successful self-development focuses on part of your character, knowledge, and capabilities that you believe need developing or improving. Remember, Army leaders never stop learning. They seek to educate and train themselves beyond what the Army offers in formal schooling or duty assignments. You need to seek educational opportunities to prepare yourself for your next job and future responsibilities.

REMOVE VGT-12

Your first line leader has a definite affect on your self-development. He has certain responsibilities to you in your self-development.

NOTE: Ask the following question and allow students to answer before showing VGT-13.

QUESTION: How does your first-line leader affect your self-development?

ANSWER: Show VGT-13.

SHOW VGT-13, SELF DEVELOPMENT

SELF-DEVELOPMENT

- Assists in establishing goals for you to meet.
- Creates a plan of action to accomplish your goals.
- Monitors you as you execute the plan.

L225/ OCT 03/ VGT-13

Ref: FM 22-100, p 5-15, para 5-78

Based on the above answer, that means you will also be responsible in assisting your soldiers in their self-development. As previously discussed, actions, skills, and attributes form the foundation of success in operational assignments. This is where you fit into Army leader development. You must not only seek self-development, but you must assist your soldiers in absorbing Army values. You also assist them in developing the individual attributes, learning the skills, and mastering the actions required to become leaders of character and competence. You do this through the action of mentoring.

REMOVE VGT-13

Break TIME: 01:50 to 02:00

TIME: 02:00 to 02:35 (continue learning step/activity 1 ELO C)

Mentoring

Mentoring is extremely important and one of the most important things you will do as an NCO. As former Sergeant Major of the Army William Connelly said of mentoring, "Good NCOs are not just born--they are groomed and grown through a lot of hard work and strong leadership by senior NCOs."

Mentoring is the proactive development of each subordinate through observing, assessing, coaching, teaching, developmental counseling, and evaluating that results in people being treated with fairness and equal opportunity. Mentoring is an inclusive process (not an exclusive one) for every soldier under a leader's charge.

Ref: FM 22-100, p 5-16, para 5-83 thru 5-85

Mentoring is real-life leader development for every soldier. Leaders have no way of knowing which of their subordinates today will be the leaders of the future; therefore, they must provide all their soldiers with the necessary knowledge and skills to become the best they can be for the Army and themselves.

You begin your mentoring by setting the example. You mentor in positive and negative ways depending on how you live Army values and perform your duties.

Your actions (mentoring) show your subordinates a mature example of values, attributes, and skills in action. It encourages them to develop their own character and leader attributes accordingly.

Mentoring links "Operating" leader actions with "Improving" leader actions.

When you mentor, you use the observing, assessing, and evaluating that you do when you operate, and you apply these actions to developing individual subordinates.

NOTE: Ask the following question and allow the students to answer before showing VGT-14.

QUESTION: What are three mentoring techniques that you studied in FM 22-100, Army Leadership?

ANSWER: Show VGT-14.

SHOW VGT-14, MENTORING TECHNIQUES

MENTORING TECHNIQUES

- Teaching.
- Developmental counseling.
- Coaching.

L225/ OCT 03/ VGT-14

Ref: FM 22-100, p 5-16, para 5-85

Teaching is when you pass on knowledge and skills to your subordinates.

Teaching is one of your primary tasks as a leader. You must be technically competent and tactically proficient in order to teach your soldiers needed skills and to demonstrate those skills so your soldiers can see you know what you are doing. You are constantly teaching your soldiers, either in the classroom, or through the example you set.

REMOVE VGT-14

To effectively teach your soldiers, you need to know the different ways people

learn. This is important to know when you are trying to decide which teaching method you want to use based on the material you want to teach. Let's take a look at how people learn.

SHOW VGT-15, HOW PEOPLE LEARN

HOW PEOPLE LEARN

- Through the examples of others (observing).
- Forming a picture in their minds of what they are trying to learn (thinking).
- By absorbing information (thinking).
- Through practice (hands-on experience).

L225/ OCT 09/ VGT-15

Ref: FM 22-100, p 5-16, para 5-88

Teaching is a complex art, one you need to learn in addition to the competencies you seek to teach. Just because you may be a subject matter expert in the maintenance of an M60 machine-gun, doesn't mean that you can teach others how to maintain it. As an Army leader, you must develop teaching skills. If you are unable to teach, you will not be able to improve the organization or the Army.

REMOVE VGT-15

Developmental counseling is central to leader development. It is the means by which you prepare your subordinates of today to be the leaders of tomorrow. This is such an important part of developing soldiers, that there is a separate lesson plan that you will cover later dedicated to the principles of counseling.

Ref: FM 22-100, p 5-17, para 5-90

Coaching is an operating and improving leader action. When you are coaching an individual, coaching is a form of specific instance counseling. You will cover this later in the course in developmental counseling. You would generally associate coaching a group with after action reviews.

Coaching follows naturally from the assessing leader action. While you observe your squad members at work, you will see them perform their tasks. They will perform some tasks to standard and some not to standard. You must step in and provide them feedback by teaching/coaching them in how to accomplish their tasks to standard. Don't limit coaching to a formal session. Use every opportunity to teach, counsel, or coach, from quarterly training briefings to AARs. Teaching and coaching opportunities happen all the time when you concentrate on developing leaders.

Ref: FM 22-100, p 5-18, para 5-97 and 5-98

Mentoring is a demanding and full time job. The future of the Army depends on the trained and effective leaders whom you leave behind. You have to take risks by letting your soldiers learn and develop themselves while using your experience to guide and coach them without getting in their way. Mentoring will lead your subordinates to successes that build their confidence.

Ref: FM 22-100, p 5-18, para 5-99

Team Building

You've heard countless times that America's Army is a team. It is extremely important that soldiers have a sense of being part of the team. The national cause, the purpose of the mission, and all the larger concerns may not be visible from the battlefield. Regardless of other issues, soldiers perform for the other soldiers in the squad or section, for others in the team or crew, for the soldier on their right or left. It is a fundamental truth that soldiers perform because they don't want to let their buddies down.

Ref: FM 22-100, p 5-18, para 5-102

Your duty is to build a team that is able to respond to any given situation and is able to react to the issues that are at hand. You must also keep your subordinates motivated, and ensure that self-discipline is visible.

Leadership is an art and science. It requires constant study, hard work, and frequent practice. Since you are dealing with people and their emotions, dreams, and

fears, it also calls for imagination and a positive upbeat approach. Effective leaders act competently and confidently. Your attitude sets the tone for the entire team. This attitude will change from day-to-day, task-to-task, even minute-to-minute. Remember that optimism, a positive outlook, and a sense of humor are infectious. This is especially true when you must make unpopular decisions and face the challenge of bringing the team on board. People who are part of a good team complete the mission on time, with the resources given them, and with minimum wasted effort.

QUESTION: What five things make up a “Good Team?”

ANSWER: Show VGT-16.

NOTE: Call on students to read the bullet statements. After reading all five, call on students to explain if their squads back in their units possess these five things that make up a good team.

SHOW VGT-16, GOOD TEAMS

GOOD TEAMS

- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet or exceed standards.
- Thrive on demanding challenges.
- Learn from experiences and are proud of their accomplishments.

L225/ OCT 03/ VGT-16

Ref: FM 22-100, p 5-19, para 5-106

REMOVE VGT-16

Soldiers will do extraordinary things for their buddies. It’s your job to pull each soldier into the team applying the interpersonal leader skills you learned earlier to transform these soldiers into a productive team. One very important thing to remember when bringing new soldiers on board is that their inclusion in all team activities expedites a feeling of ownership and speeds up the process of feeling accepted. Allow the new soldiers to show what level of competence they possess. Allowing them to work and practice together with all squad members starts the team

building process. You must build and guide the team through a series of developmental stages.

Ref: FM 22-100, p 5-20, para 5-108 and 5-109

Team Building Stages

Teams don't come together by accident. It takes hard work, patience, and quite a bit of interpersonal skills; however it's a worthwhile investment. You build and guide a team through a series of developmental stages.

QUESTION: What are the three developmental stages of team building?

ANSWER: 1. Formation.
2. Enrichment.
3. Sustainment.

Ref: FM 22-100, p 5-20, para 5-111

This stepping process may seem more orderly than it actually is, as with so many things leaders do, the reality is more complicated than the explanations.

Each squad develops differently. The boundaries between stages are not hard and fast. Your job is to be sensitive to the characteristics of the squad you are building and the soldiers in it.

NOTE: Have the group take out Student Handout 2, the "Team Building Stages," extract from FM 22-100, page 5-21, Figure 5-5. Explain the layout of the chart, what each column represents, and what each arrow means so the group can understand how the chart works.

Squads and teams are just like soldiers; they have different personalities. And, as with soldiers, you must develop a team that isn't a clone of another team. Your job is to make the best use of the team's talents, all the potential of the unit's climate, and motivate aggressive execution.

Ref: FM 22-100, page 5-20, para 5-112 and 5-113

Formation Stage

Teams work best when new soldiers come on board quickly. In the Generic Formation Stage (SH-2), the two leader actions--reception and orientation--will be different in peace and war. In combat, the sponsorship process can literally mean life or death to new members and to the team.

NOTE: Give the group a moment to compare the Generic and Soldier Critical areas of the formation stage. (Allow 2 minutes to discuss.)

Reception is when you welcome new soldiers on board. The orientation begins with them meeting the rest of the squad and learning about how things work and the layout of the place, and other requirements. In a peacetime situation, there is time to spend with new soldiers; however, in combat, you may not have that time.

QUESTION: In instances of combat when the leader cannot take the soldier around, what do leaders often do with the new arrival?

ANSWER: Assign the new arrival to a member of the squad who will help the new soldier become oriented.

Ref: FM 22-100, p 5-20, para 5-114

NOTE: Call on a student to read in FM 22-100, "Replacements in the ETO" on page 5-22. When complete, ask the group to provide input on the differences between what happened to the replacement soldiers in WWII and what should have happened based on Student Handout 2, "Team Building Stages." (Allow 5 minutes for discussion.)

In combat, you have countless things to worry about. It may seem like a low priority to worry about the mental state of a new soldier. However, if that soldier can't fight, your squad may suffer needless casualties and it may fail in its mission.

Enrichment Stage

Your new squad and squad members gradually move from questioning everything to trusting themselves, their peers, and their leaders.

QUESTION: What are some ways leaders can build trust in their soldiers?

ANSWER: By listening, following up on what they hear, establishing clear lines of authority, and setting standards.

Ref: FM 22-100, p 5-23, para 5-118

The most important thing a leader does to strengthen the team is training. Training takes a group of individuals and molds them into a team while preparing them to accomplish their missions.

QUESTION: At which stage of team building does training occur?

ANSWER: Training occurs during all three team-building stages, but training is particularly important during the enrichment phase.

Ref: FM 22-100, p 5-23, para 5-118

QUESTION: Why is training particularly important during the enrichment phase of team building?

ANSWER: It is at this phase the team is building collective proficiency, in other words, the coming together of all soldiers training together and conducting the tasks required to accomplish the squad's assigned mission.

Ref: FM 22-100, p 5-23, para 5-118

Sustainment Stage

The sustainment stage is when a team reaches the ownership phase. The members think of the team as "their team" to include pride in it and a desire for the team to succeed. At this stage, team members do what is necessary to accomplish the mission without supervision. Every new mission gives the leader a chance to make the bonds even stronger within the team; he gives the team a challenge to reach for new heights that exceed standards. Again, training is a key factor that provides the team with its present gained success. You continue to train in order to maintain proficiency in collective and individual tasks the team must perform to accomplish the mission. Also, you continue to train subordinate leaders--they are your replacement to lead in your absence or loss.

Finally, you are responsible to keep the team going in spite of all the stresses that may affect the team--from an upcoming FTX, to actual combat and loss of life.

NOTE: Direct the class to review student handout 2. (Allow 3 minutes.) When complete ask one or two of the students to tell the class which Team Building Stage his squad is in, and why? (Allow 6 minutes for discussion.)

Learning

General of the Army Omar N. Bradley said of learning: "For most men, the matter of learning is one of personal preference. But for Army [leaders], the obligation to learn, to grow in their profession, is clearly a public duty." The Army, leaders, and soldiers learn from their experiences. The Army is a learning

organization that harnesses the experience of its soldiers and organizations to improve the way it operates. Since your squad is part of the Army, that is the way your squad should operate.

Ref: FM 22-100, p 5-25, para 5-124

QUESTION: Why is it important that you ask questions like: “Why do we do it that way?”

ANSWER: Just because your squad does something one way, doesn’t mean it’s the best way. Unless you ask how soldiers or the unit do things, no one will ever know what can be.

Ref: FM 22-100, p 5-25, para 5-125

Zero Defects and Learning

There is one environment where the “zero-defects” mentality is **not** acceptable, and one environment where “zero-defects” is acceptable. You must make your intentions clear and ensure your soldiers understand what mistakes are acceptable and those that are not.

QUESTION: What type of organization has **No** room for a “zero-defects” mentality?

ANSWER: A learning organization where leaders are willing to learn and welcome new ways of looking at things, what is going well, and not going well.

Ref: FM 22-100, p 5-25, para 5-126

If you stress zero-defects--no mistakes--to your squad, soon you will stop receiving feedback--that all-important interaction with your soldiers. This will destroy your squad’s ability to become a better squad.

QUESTION: You have soldiers (human beings) doing several jobs under all types of conditions, and most often under pressure. They are going to make mistakes. What do you do with these mistakes, how can you use them?

ANSWER: Use the problem solving process to figure out how to do things better and share the improvements with others.

Ref: FM 22-100, p 5-25, para 5-126

QUESTION: Not all environments are learning environments, and therefore a standard of “zero-defects” is acceptable. What environment can you think of in which a standard of “zero-defects” is acceptable?

ANSWER: Parachute rigging and aircraft maintenance, to name two.

Ref: FM 22-100, p 5-26, para 5-127

NOTE: Ask students to provide more examples of where they can find a “zero defects” standard. (Allow 1 minute for discussion.)

Ref: FM 22-100, p 5-26, para 5-128

If you are not careful, you can create a “zero-defects” environment without realizing it. You do this by wanting your squad to excel, and there is nothing wrong with that. However, your squad’s “standard” of excellence can quickly slide into “zero-defects” if you are only looking to meet the standards and not looking at how to improve by asking “Why do we do it that way?”

Barriers to Learning

Fear of mistakes isn’t the only thing that can get in the way of learning. Rigid lockstep thinking and plain mental laziness are habits that become learning barriers. You can become used to doing things one way, and you don’t take time to notice it. Remember the question, “Why do we do it this way?” Challenge yourself, use your imagination, and listen to your soldiers.

Ref: FM 22-100, p 5-26, para 5-129

Helping People Learn

You motivate your soldiers to learn by explaining why a task is important or showing how it will help them perform better. You also involve them in the learning process by keeping the classroom instruction to a minimum and maximizing the hands-on time. They also learn from your experiences when you developmentally counsel them.

Ref: FM 22-100, p 5-26, para 5-130

As discussed earlier, soldiers benefit when the team learns together. The AAR is a valuable tool you use to help your squad learn as a team.

Ref: FM 22-100, p 5-26, para 5-132

CHECK ON LEARNING:

QUESTION: What are the three categories that make up the direct leadership skill "improving"?

ANSWER: Developing, Building, and Learning.

Ref: FM 22-100, p 5-14, Fig 5-3

QUESTION: What are the three pillars of leader development?

ANSWER: Institutional, Operational, and Self Development.

Ref: FM 22-100, p 5-14, Fig 5-4

QUESTION: What are you doing as a leader when you are proactive in the development of your subordinates by observing, assessing, coaching, teaching, counseling, and evaluating that results in the fair treatment and equal opportunity for your soldiers?

ANSWER: Mentoring.

Ref: FM 22-100, p 5-16, highlighted box entitled "Mentoring"

QUESTION: How do all leaders begin their mentoring?

ANSWER: By the example they set.

Ref: FM 22-100, p 5-16, para 5-84

QUESTION: Which two leader actions does mentoring link? Why?

ANSWER: Operating and Improving. When the leader mentors, he takes the observing, assessing, and evaluating he does when he operates and applies these actions to developing individual subordinates.

Ref: FM 22-100, p 5-16, para 5-85

QUESTION: What are the three stages of team development?

ANSWER: Formation, Enrichment, and Sustainment.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: Why is the sponsorship process in the formation stage so critical during war?

ANSWER: It can mean the difference between life or death of the new member or team.

Ref: FM 22-100, p 5-20, para 5-113

QUESTION: Although training is a very important part of all three team building stages, at which stage is it particularly important?

ANSWER: Enrichment stage.

Ref: FM 22-100, p 5-23, para 5-118

QUESTION: You have been a squad leader for over a year. Your squad members trust each other and share their ideas openly and freely. They assist other team members and sustain trust and confidence. Leaders in the squad demonstrate their trust by powering down and letting subordinates perform. They focus on teamwork, training and maintaining. At which team building stage is the squad?

ANSWER: Generic sustainment stage.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: You have been a squad leader for a year and there has been some turnover. The squad's challenges are surviving, demonstrating competence and learning to become team members quickly. They are learning about the enemy and the battlefield to avoid life-threatening mistakes. The leaders are training the squad for combat, and providing a stable unit climate. They are emphasizing safety awareness for improved readiness. At which team building stage is the squad?

ANSWER: Soldier critical enrichment stage.

Ref: FM 22-100, p 5-21, Fig 5-5

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:8</u>
Time of Instruction: <u>15 mins</u>
Media: <u>VGT-17</u>

Check on Learning

QUESTION: What are the three categories that make up a direct leader's influencing actions?

ANSWER: Communicating, decision making, and motivating.

Ref: FM 22-100, p 5-1, Fig 5-1, and p 5-2, para 5-6

QUESTION: In which problem solving step of the decision-making process do you identify intended and unintended consequences, resources or other constraints, and the advantages and disadvantages of each alternative?

ANSWER: Analyze the alternatives.

Ref: FM 22-100, p 5-4, para 5-20

QUESTION: What are three mentoring techniques in addition to setting the example?

ANSWER: Teaching, developmental counseling, and coaching.

Ref: FM 22-100, p 5-16, para 5-85

QUESTION: The problem solving steps of the decision-making process match the steps of another process that we discussed earlier. What process is it?

ANSWER: Ethical reasoning process.

Ref: FM 22-100, p 5-4, para 5-26

QUESTION: Which category of influencing are you practicing when you give subordinates the necessary resources and authority to do a job and then get out of the way and let them perform the task?

ANSWER: Motivation by empowering soldiers.

Ref: FM 22-100, p 5-6, para 5-33

QUESTION: What are you practicing when you provide feedback to your soldiers on how well they are performing?

ANSWER: Positive reinforcement.

Ref: FM 22-100, p 5-6, para 5-34

QUESTION: What is reverse planning?

ANSWER: When you begin with the goal in mind and you start with the question "Where do I want to end up?" and work backward from there until you reach "We are here right now."

Ref: FM 22-100, p 5-8, para 5-43

QUESTION: What is the purpose of an in-process review (IPR)?

ANSWER: An IPR is a checkpoint on the way to mission completion. You conduct IPRs at certain points during an exercise to evaluate performance and give feedback. IPRs give leaders and subordinates a chance to talk about what is going on so they can catch problems early and take steps to correct or avoid them.

Ref: FM 22-100, p 5-12, para 5-60 and 5-61

QUESTION: What is an After Action Review (AAR)?

ANSWER: Leaders conduct an AAR at the end of a mission. An AAR is an opportunity to develop subordinates. It provides subordinates a chance to talk about how they saw things. The purpose is to point out "Here is what we did well; here is what we can do better."

Ref: FM 22-100, p 5-12, para 5-62

QUESTION: What are the three pillars of leader development?

ANSWER: Institutional, Operational, and Self Development.

Ref: FM 22-100, p 5-14, Fig 5-4

QUESTION: What are the three stages of team development?

ANSWER: Formation, Enrichment, and Sustainment.

Ref: FM 22-100, p 5-21, Fig 5-5

QUESTION: Why is the sponsorship process in the formation stage so critical during war?

ANSWER: It can mean the difference between life or death of the new member or team.

Ref: FM 22-100, p 5-20, para 5-113

**Review /
Summarize
Lesson**

This is the final leadership lesson that covers the first five chapters of FM 22-100. We will summarize what you have discussed thus far. For the leadership lesson: Counseling and Equal Opportunity/Sexual Harassment, and Maintain Discipline, you will apply the skills you learned from the first five leadership lessons.

The payoff to leadership is "Excellence," and you achieve it when your soldiers display discipline and commitment to Army values. The Army trains and expects leaders of character who are good role models, consistently set the example, and accomplish the mission while improving on the squad's skills. They know and understand their "Duties, Responsibilities, and Authority."

The Army cannot accomplish its mission unless all leaders accomplish theirs. That means filling out reports, repairing equipment, planning budgets, packing parachutes, maintaining records, or walking guard. We also strive to achieve moral excellence and collective excellence

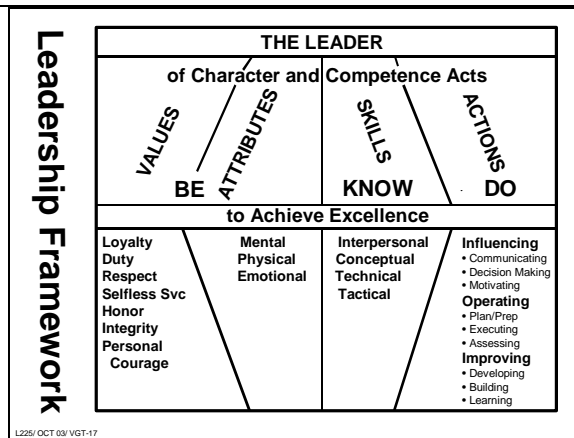
We fight to win and restore peace, but with an eye on the kind of peace that will follow the war--a peace that always includes Army values in our thinking. We achieve collective excellence by ensuring that our subordinates know the important role they play. All the tasks they accomplish collectively contribute significantly to the success of the Army.

Ref: FM 22-100, pp 1-18 and 1-19, para 1-74, 1-78 thru 1-80

The primary and most important challenge that you may face is leading your squad in combat. It requires you to accept the Army's set of values that contribute to a core of motivation and will. Failure to accept these values could result in the loss of life. You, a leader of character and competence, act to achieve excellence by developing a squad that can fight and win.

Ref: FM 22-100, pp 1-19 and 1-20, para 1-85 thru 1-87

SHOW VGT-17, LEADERSHIP FRAMEWORK



Ref: FM 22-100, p 5-8, Fig 5-2

As you can see on the visual aid, “Leadership Framework,” it identifies the dimensions of Army leadership--what the Army expects you, as one of its leaders, to BE, KNOW, and DO.

You are a direct leader, the first-line leader. You must use ethical reasoning and reflective thinking to make and choose the right decisions. You are the technical expert and trainer. You combine your technical skills with tactical skills of doctrine, fieldcraft, and training to accomplish your tactical mission. Your competence fosters discipline and develops soldiers. Your knowledge of equipment and doctrine allows you to train your squad to standard.

Ref: FM 22-100, p 4-14, para 4-55 thru 4-57

You operate by focusing your subordinates' activities toward the squad's objective and achieving it. You plan, prepare, execute, and assess as you operate. These actions sometimes occur at the same time. Also, You improve by living Army values and providing the proper role model for your soldiers. You will develop your soldiers as you build a strong and cohesive squad and establish an effective learning environment.

Ref: FM 22-100, p 5-27, para 5-137 and 5-138

Lastly, warrior ethos are crucial and perishable. As a leader, you must continually affirm, develop, and sustain them. All soldiers are warriors; all need to

develop and display the will to win--no matter the circumstances.

FM 22-100, p 2-21, para 2-88 and p 3-6, para 3-29

REMOVE VGT-17

SECTION V. SECTION V. STUDENT EVALUATION

**Testing
Requirements**

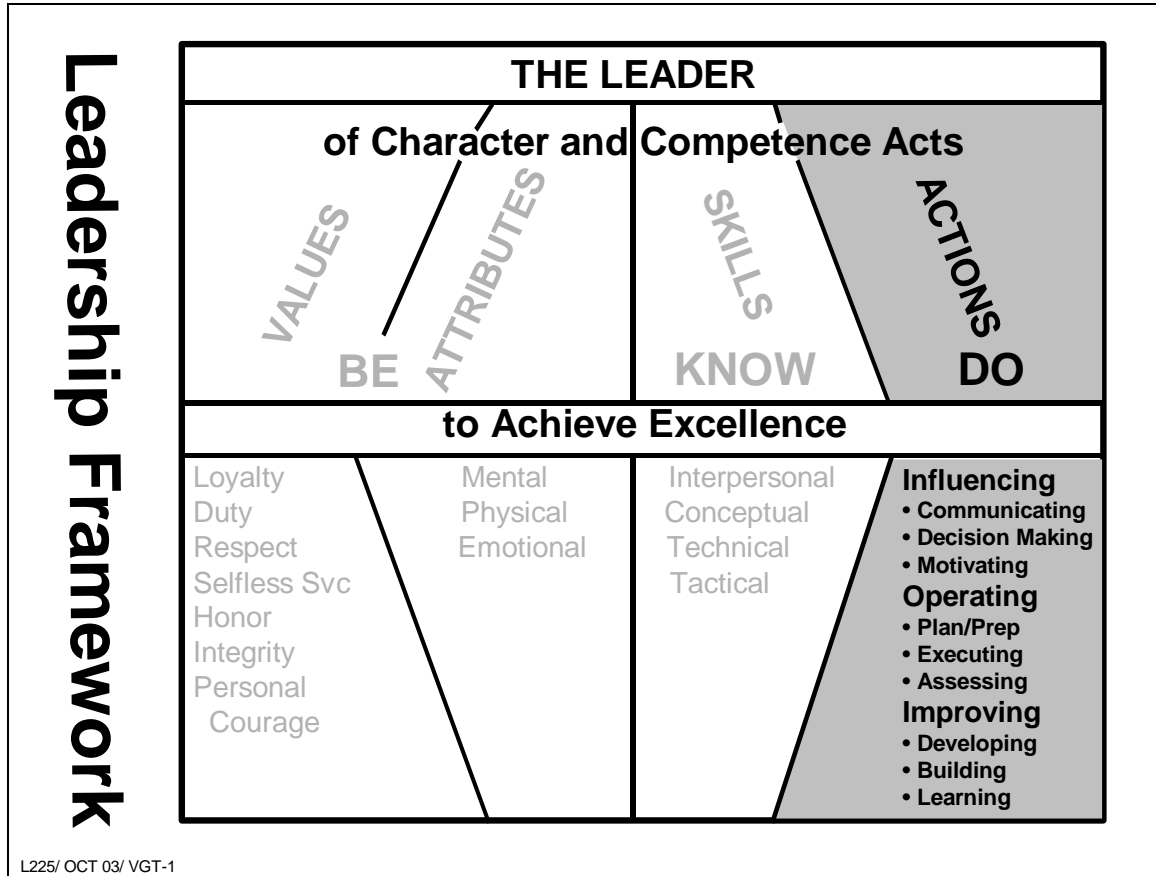
NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a written leadership examination. The examination will contain questions from this lesson. You must correctly answer 70 percent or more of the questions on the examination to receive a GO. Failure to receive a GO on the examination will result in a retest. Failure of the retest could result in your dismissal from the course.

**Feedback
Requirements**

NOTE: Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

VGT-1, Leadership Framework



SEVEN PROBLEM SOLVING STEPS

1. Identify the problem.
2. Identify facts and assumptions.
3. Generate alternatives.
4. Analyze alternatives.
5. Compare alternatives.
6. Make and execute your decision.
7. Assess the results.

POSITIVE REINFORCEMENT

- Providing soldiers with feedback to let them know how they are doing.
- Listening to what soldiers say and mean.
- Using soldier feedback when it makes sense.
- Ensuring everyone knows of a soldier's suggestion that you put in place.
- Giving credit to those who deserve it.
- Giving awards that are meaningful.
- Presenting awards at appropriate ceremonies.

L225/ OCT 03/ VGT-3

NEGATIVE REINFORCEMENT GUIDELINES

- Before punishment, ensure soldier knows the reason.
- Consult leader/supervisor before punishment.
- Avoid threatening punishment.
- Avoid mass punishment.
- Listen to soldier's side of the story.
- Let soldier know it's the behavior, not him, that is the problem.

L225/ OCT 03/ VGT-4

NEGATIVE REINFORCEMENT GUIDELINES (cont)

- Tell your soldiers “I know you can do better.” What you expect.
- Punish those unwilling to perform; retrain those unable to do the task.
- Respond immediately to undesirable behavior.
- Never humiliate a subordinate.
- Ensure the soldier knows exactly why he is in trouble.
- Ensure punishment is not excessive or unreasonable.
- Control your temper and hold no grudges.

L225/ OCT 03/ VGT-5

Enabling Learning Objective B

Learning Step 1

VGT-6, SPECIFIED MISSIONS

SPECIFIED MISSIONS

Missions that come from your boss or from higher headquarters.

L225/ OCT 03/ VGT-6

IMPLIED MISSIONS

When a leader sees something within his area of responsibility that someone needs to do and on his own initiative, develops a leader plan of action.

L225/ OCT 03/ VGT-7

REVERSE PLANNING

- The basic requirements: who, what, when, where, and why.
- How to accomplish the task.
- Time needed to coordinate and conduct each step.

L225/ OCT 03/ VGT-8

REVERSE PLANNING (cont)

- Put tasks in sequence.
- Set priorities.
- Determine a schedule.
- Make sure steps are in logical order.
- Allot enough time for each step.

L225/ OCT 03/ VGT-9

RESPONSIBILITIES DURING THE CONDUCT OF THE PLAN

- Position yourself to best lead your soldiers.
- Initiate and control the action.
- Get others to follow the plan.
- React to changes.
- Keep soldiers focused.
- Work the squad to accomplish the goal to standard.

L225/ OCT 03/ VGT-10

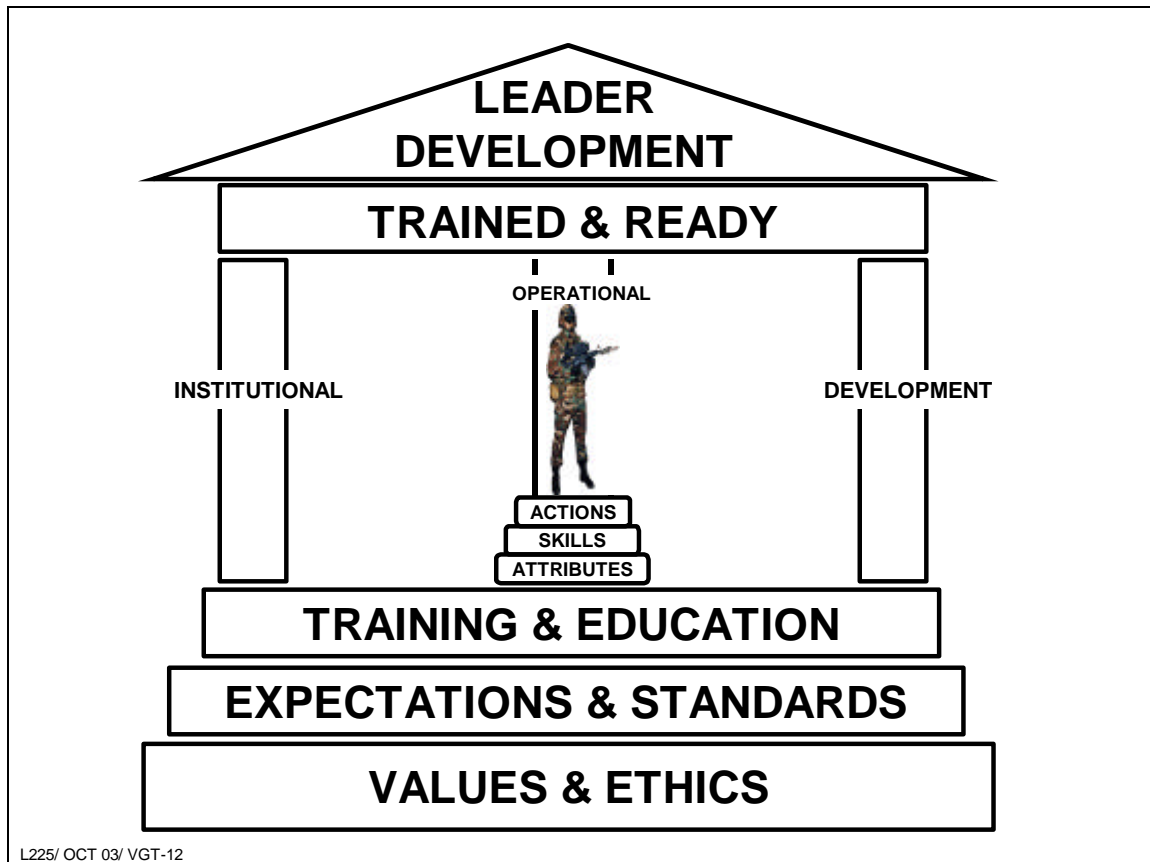
GOAL SETTING CONSIDERATIONS

- Must be realistic, challenging, and attainable.
- Should lead to improved combat readiness.
- Involve subordinates.
- Develop a plan of action to achieve goals.

L225/ OCT 03/ VGT-11

Enabling Learning Objective C

VGT-12, Leader Development



SELF-DEVELOPMENT

- Assists in establishing goals for you to meet.
- Creates a plan of action to accomplish your goals.
- Monitors you as you execute the plan.

L225/ OCT 03/ VGT-13

MENTORING TECHNIQUES

- Teaching.
- Developmental counseling.
- Coaching.

L225/ OCT 03/ VGT-14

HOW PEOPLE LEARN

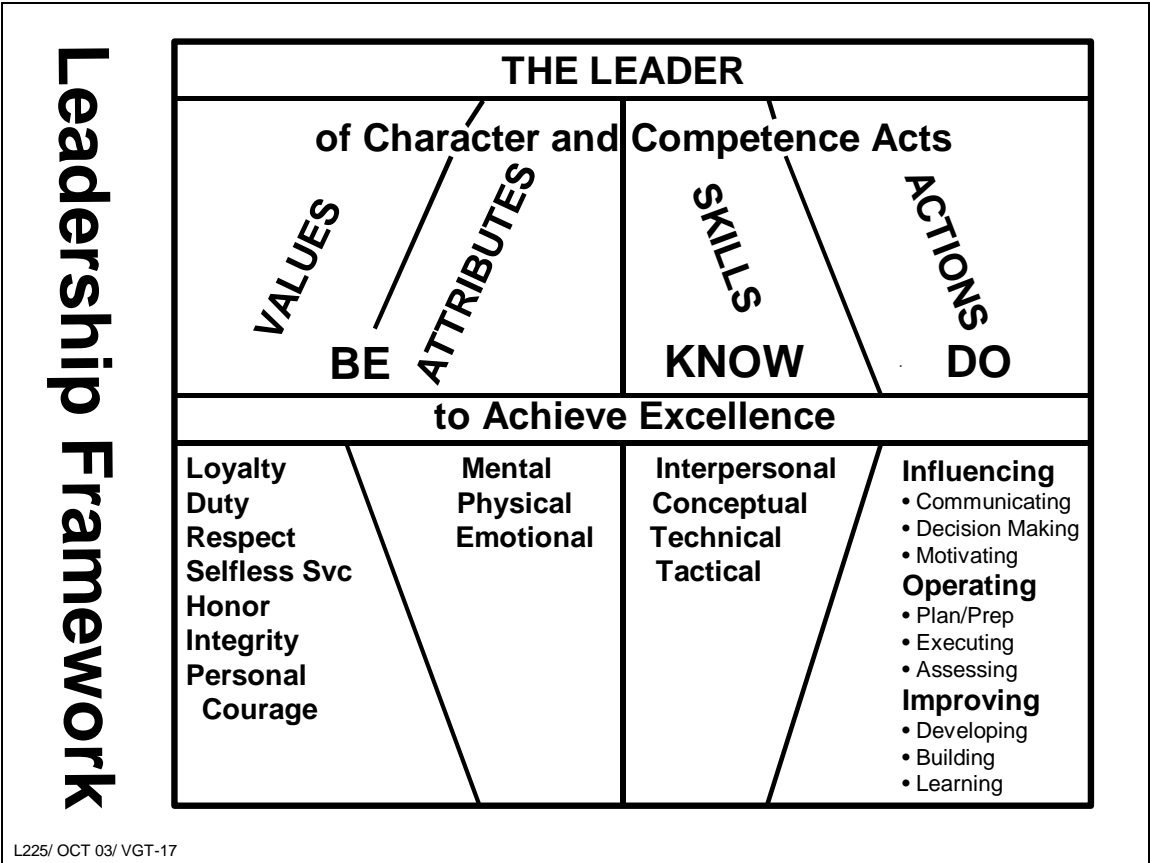
- Through the examples of others (observing).
- Forming a picture in their minds of what they are trying to learn (thinking).
- By absorbing information (thinking).
- Through practice (hands-on experience).

L225/ OCT 03/ VGT-15

GOOD TEAMS

- Work together to accomplish the mission.
- Execute tasks thoroughly and quickly.
- Meet or exceed standards.
- Thrive on demanding challenges.
- Learn from experiences and are proud of their accomplishments.

L225/ OCT 03/ VGT-16



Appendix B Test(s) and Test Solution(s) (N/A)

Appendix C Practical Exercises and Solutions (N/A)

HANDOUTS FOR LESSON 1: L225 version 1

This Appendix Contains

This appendix contains the items listed in this table--

Item/Title	Pages
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, Extract from FM 22-100, Figure 5-5	SH-2-1 and SH-2-2

Student Handout 1

This student handout contains the Advance Sheet.

Student Handout 1

Advance Sheet

Lesson Hours

This lesson consists of three hours of small group instruction.

Overview

During this lesson you will learn the three leadership actions that direct leaders must perform to effectively lead a squad. You will learn of the many categories (actions) that make up influencing, operating, and improving.

Learning Objective

Terminal Learning Objective (TLO).

Action:	Demonstrate the three direct leadership actions a leader must DO.
Conditions:	In a classroom environment culminating in a situational training exercise and given a squad.
Standards:	Demonstrated the three direct leadership actions--influencing, operating, improving--that a direct leader must DO to effectively lead a squad of soldiers in peace or combat IAW FM 22-100.

ELO A Identify the three categories that make up the "Influencing" direct leadership action.

ELO B Identify the three categories that make up the "Operating" direct leadership action.

ELO C Identify the three categories that make up the "Improving" direct leadership action.

Assignment

The student assignments for this lesson are:

- Study Chapter 5, FM 22-100.

Additional Subject Area Resources

None

Bring to Class

- All reference material received.
- Pencil or pen and writing paper.

Note to Students

It is your responsibility to do the homework prior to class. We expect you to come to class prepared. You will participate in small group discussion. We expect you to participate in the discussion by providing information you learned from your study and your personal and observed experiences. Failure to study and read the assignments above will result in your inability to participate with the rest of the group. Not having your input affects the group's ability to discuss fully the information.

Student Handout 2

This student handout contains one page of extracted material from FM 22-100.


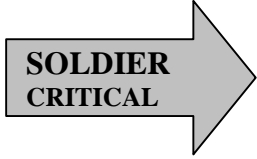

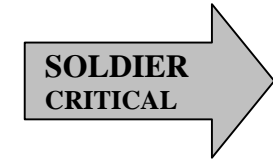

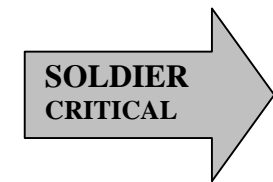
TEAM BUILDING STAGES		
FORMATION STAGE	SUBORDINATE STAGE	LEADER & UNIT/ORGANIZATION ACTIONS
 GENERIC	<ul style="list-style-type: none"> • Achieve belonging and acceptance • Set personal & family concerns • Learn about leaders and other members 	<ul style="list-style-type: none"> • Listen to and care for subordinates • Design effective reception and orientation • Communicate • Reward positive contributions • Set example
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Face the uncertainty of war • Cope with fear of unknown injury and death • Adjust to sights and sounds of war • Adjust to separation from home and family 	<ul style="list-style-type: none"> • Talk with each soldier • Reassure with calm presence • Communicate vital safety tips • Provide stable situation • Establish buddy system • Assist soldiers to deal with immediate problems
ENRICHMENT STAGE		
 GENERIC	<ul style="list-style-type: none"> • Trust leaders & other members • Find close friends • Learn who is in charge • Accept the way things are done • Adjust to feelings about how things ought to be done • Overcome family-versus-unit conflict 	<ul style="list-style-type: none"> • Trust and encourage trust • Allow growth while keeping control • Identify and channel emerging leaders • Establish clear lines of authority • Establish individual and unit goals • Train as a unit for mission • Build pride through accomplishment • Acquire self-evaluation/self-assessment habits • Be fair and give responsibility
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Survive • Demonstrate • Become a team member quickly • Learn about the enemy • Learn about the battlefield • Avoid life-threatening mistakes 	<ul style="list-style-type: none"> • Train as a unit for combat • Demonstrate competence • Know the soldiers • Pace subordinate battlefield integration • Provide stable unit climate • Emphasize safety awareness for improved readiness
SUSTAINMENT STAGE		
 GENERIC	<ul style="list-style-type: none"> • Trust others • Share ideas and feelings freely • Assist other team members • Sustain trust and confidence • Share mission and values 	<ul style="list-style-type: none"> • Demonstrate trust • Focus on teamwork, training & maintaining • Respond to subordinate problems • Devise more challenging training • Build pride and spirit through unit sports, social & spiritual activities
 SOLDIER CRITICAL	<ul style="list-style-type: none"> • Adjust to continuous operations • Cope with casualties • Adjust to enemy actions • Overcome boredom • Avoid rumors • Control fear, anger, despair, and panic 	<ul style="list-style-type: none"> • Observe and enforce sleep discipline • Sustain safety awareness • Inform soldiers • Know and deal with soldiers' perceptions • Keep soldiers productively busy • Use in-process reviews and after action reviews. • Act decisively in face of panic

Figure 5-5, FM 22-100, Team Building Stages